

MENTORING MANAGEMENT OF LESSON STUDY TO IMPROVE THE QUALITY OF LEARNING FOR THE ELEMENTARY SCHOOL IN CURRICULUM 2013

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**MENTORING MANAGEMENT OF LESSON STUDY
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Abstract

: The preparation of this article aims to describe management mentoring lesson study in the 2013 curriculum based local superiority of Undo Ulo local game at SDN I Panjang as an effort to improve learning quality starting from the preparation of learning device, learning process and evaluation. The mentoring method uses participant active learning approach, with lecture method, question and answer, discussion, discovery, brainstorming and open class. The plan is done by field study, the identification of need and, literature study, compile the material, schedules and coordinative and collaborative mentoring budget. At the step of the implementation of lesson study mentoring consists of plan step consisting of socialization and workshop, determine the material and the learning model, compile the learning device, students sheet activity and undo ulo game media collaboratively. At the step of do, the open class implementation, the implementation of thematic learning process observed collaboratively by school supervisor, principal, colleagues and 5 parents of students. Observation includes the teacher activity, the student activity and learning result. The step of see is obtained an input that the learning media needs to be prepared by paying attention to the characteristics of the students and the classroom, parents are more often involved in learning with the open class. On the evaluation is obtained input that the mentoring program and lesson study needs to be done continuously by all teachers in order to improve learning. The conclusion is lesson study mentoring consisting of plan, do, see by implementing functions of planning management, implementation and evaluation run actively, creative and fun, teachers understand the essence of lesson study, teachers can implement the lesson study in innovative learning and utilizing the superiority of Kudus local culture as a material and learning media.

Keywords

: Management, Lesson Study, Undo Ulo, Learning, Elementary School

1. INTRODUCTION

The development of science and technology in the globalization era demands increasing professionalism of intellectual to be able to survive in a competition world. The intellectual quality can only be realized through education. Education as an effort to educate the nation's life is a goal that will be realized with an increase in the quality of all elements, including the enhancement of the teachers' professionalism.

Professional and qualified teachers have always been demanded in different level and type of educational institution, either the institution teacher training College or institutions of School (Hendry, 2010). It encourages teachers to improve the professionalism, quality of performance and competencies. The task of the teacher is to educate, guide and train will be achieved optimally if it has a number of competencies, including academic, pedagogic competence, personality and social (Act No. 14 of 2005).

Increase in teacher quality continuously strived, but in reality many of the problems related to the world of education, including the quality of the process and outcomes of education which has not been in accordance with expectations (Murtono, 2013), teachers tend to use conventional means in teaching, lack of knowledge about innovations in learning, less interested to add insight, and lack adequate facilities and infrastructure (Syahrul, 2009). In addition, it is needed for assessing the quality of teaching and student learning output continuously and comprehensively (Widiyoko, 2011).

Low student learning outcomes caused by the lack of quality of the teacher is classic reason that is often echoed in education. Teachers as a scapegoat as sources of error. Improving teacher quality should be a fundamental and comprehensive. Improving the quality of the most effective learning can be done with lesson study (Herman, 2012). Anggara & Umi (2012) states that one of the training that is used to improve the performance of teachers including lesson study of MGMP is based teaching profession coaching program. Additionally, Suwarno (2009) also found Teacher Activity Center (PKG) SD is one tool that is effective in improving the professionalism of teachers in elementary school.

Lesson study is one form of teacher training (in-service) that can be done to improve the professionalism of teachers. Lesson study is a collaborative activity between teachers in preparing lesson plans and its devices and source, the implementation of classroom teaching is accompanied observation and reflection. By lesson study the teachers can assess and exchange ideas to improve their performance that is expected to improve the quality of learning and produce the high-quality students. national education standards messages that the process of learning in the educational unit organized in interactive, inspiring, fun, challenging, motivating students to actively participate and provide enough space for innovation, creativity, and independence according talents, interests, and physical and psychological development of students. It indicates that teachers are required to be able to have an approach, strategies and methods that can create the conditions class on active learning, innovative, creative, effective and fun so that students competencies achieve with the maximum. Lesson study designed properly will make professional and innovative teachers and lesson study to have an effective way to improve the quality of learning (Amri & Ahmadi, 2010).

Lesson study Mentoring will be done to improve the quality of primary school teachers is to produce lesson plan (RPP) device and simulation of learning implementation of curriculum in 2013 based on the superiority of local culture. Curriculum 2013 is renewal curriculum of the education unit level curriculum. Feature of curriculum 2013 for the primary school is thematic integrative. In this approach the charge of sains and social education as a matter of discussion in the lesson, namely on the two subjects will be integrated into all subjects. Sains material will become a matter of discussion of Indonesian Language and Mathematics, while for the social material will be a discussion of the subject matter and the Indonesian Pancasila and Citizenship Education (Endah & Loeloek: 2013). Application of lesson study mentoring school of curriculum in 2013 is expected to be implemented properly so that teachers can understand and implement the curriculum in 2013.

Based on the explanation above, it is necessary lesson study mentoring activities in SD 1 Panjang that objectives: 1). To mentor teachers SD 1 Panjang Kudus in order to acquire knowledge about lesson study activities for learning in primary schools. 2). To mentor teachers SD 1 Panjang to make and use the learning tools and media to the curriculum 2013 based on local advantages of learning Kudus in primary schools. 3). To mentor teachers SD 1 Panjang Kudus to open thematic learning class in the curriculum 2013 based on local advantages of Kudus using the media "Ondo Ulo".

2. MENTORING METHODS

The method used in this devotion participant using active learning approach that actively participate in lesson study mentoring activities in curriculum 2013 based on local advantages of Kudus. This training is formed interactive training and mentoring. Two-way interaction occurs between teams with devotion participants. During the process of devotion, elementary school teachers of SD 1 Panjang as the participants are free to give ideas, concepts, opinions and experiences in order to obtain knowledge that will be useful in the process of learning. Metode used in the process of training and guidance are as follows. 1). lecture method; 2). question and answer; 3). discussion; 4). invention; 5). brainstorming; 6). open class. Mentoring process from planning, implementation and evaluation analyzed descriptively and qualitatively.

3. RESULT AND DISCUSSION

Mentoring lesson study begins with an analysis of the need to observe and analyze the course of learning in SDN I Panjang, as a first step to determine the obstacles, problems experienced by teachers and students and to determine the characteristics of the focus problems. SDN I Panjang is one of the designated schools to implement the curriculum of 2013. Basically, the course of the learning process has been going well, it can be seen from student achievement with a value above the KKM. However, based on interviews with one of the teachers, there is the problem that is less maximal learning process in the implementation of the curriculum 2013. In order to run with the maximum learning process, required input and advice from fellow teachers and experts to evaluate the learning that has been done. One of the activities that can be done is an interactive training and lesson study mentoring in the curriculum 2013 based on local advantages to increasing the quality of learning. Training and mentoring are presented in the implementation of learning curriculum 2013 of local excellence Kudus agency for learning more meaningful.

Mentoring of lesson study learning activities in curriculum 2013 implements management functions starting from planning, implementation and evaluation, with hope of systematic training can run optimally and achieve goals. Management approach can facilitate and support the achievement of organizational goals. It is appropriate to Stoner opinion (1992: 8) that management is the process of planning, organizing, directing, monitoring to achieve organizational goals. Management of lesson study mentoring is expected to have the ability better pedagogic to improve the professionalism and quality of learning. This is because the lesson study is a professional model guidance for educators through collaborative learning assessment and sustainable based on the principle of collegiality and quality in order to build a learning community (Amri & Ahmadi, 2010). Steps of lesson study by Saito (2009) consists of the planning phase (phase plan), open learning (do phase) and reflection (see phase) can improve the quality of learning that teachers implemented, so that more meaningful learning and achievement of student learning outcomes are maximized. In detail the steps management assistance in learning the lesson study can be seen in the picture below.

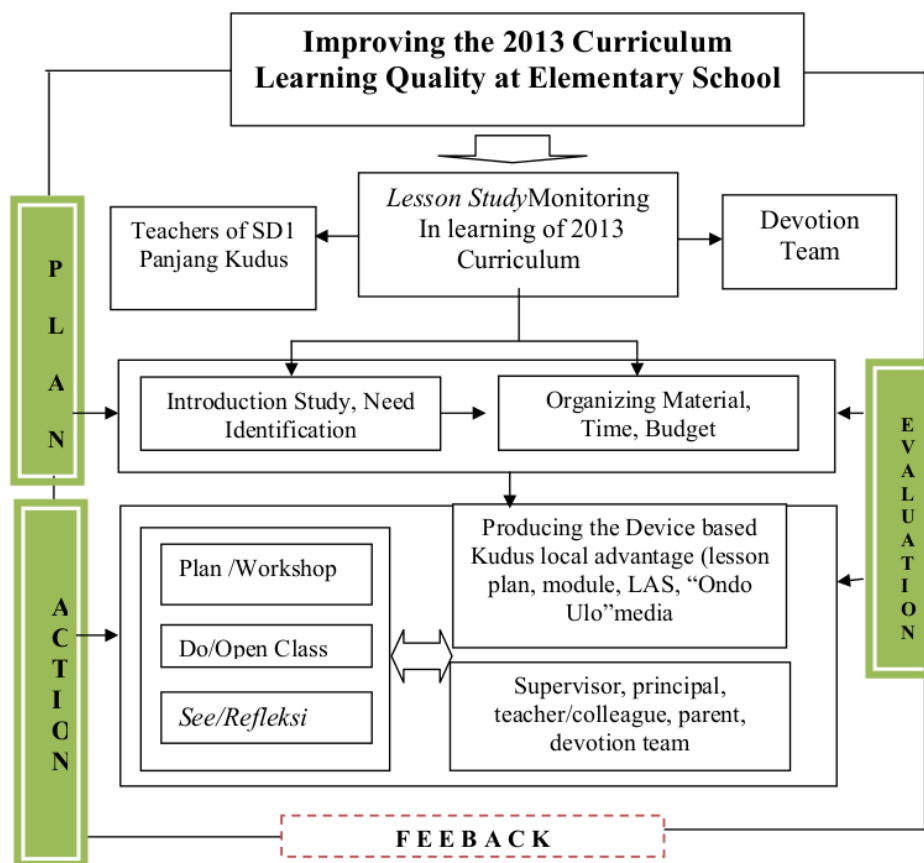


Figure 1. Management of Lesson Study Mentoring On Curriculum 2013 Learning

The planning step begins with field studies and analysis integrative thematic learning activities, the use of Kudus local advantages in learning to improve the quality of learning in SD 1 Panjang. In the analysis is also done needs identification or problems to look for solving. In plan also determines and plans the lesson study mentoring activities scheme and prepare materials from the literature on innovative learning, thematic learning terintegratif to the curriculum 2013, learning local advantage, innovative learning media, the integrated local advantage material in the integrated thematic learning process and implementation on the quality of learning. Furthermore, schedule and budget in coordination and collaborative assistance involving all teachers and principals. In this planning lesson study activities have followed all school community members, while also requesting input related to the school superintendent of learning to be done. This plan is agreed in integrative thematic learning in curriculum 2013 to use the potential advantages to be had in Kudus as a source of learning so that students better understand the learning material based on the typical regional and environmental circumstances in Kudus relevant to the theme of learning so that the quality of learning is achieved optimally.

The mentoring implementation of this step consists of plan step, do step, check step. Plan step with workshop system given theoretical material and lesson study step, provides an understanding of lesson study, the kinds of innovative learning model, innovative learning media, as well as learning in the curriculum 2013 based on Kudus local advantage. The method used in this process is lectures,

discussions, brainstorming and invention. First, the researchers asked the opinion of teachers about the learning that has been done related to problems or barriers experienced, asking the parents associated with the intended learning, and ask for supervisor feedback about the learning school would do. So in this activity, matter is not only of researchers, but also there is a contribution from all subjects. Parents of students presented them to know that during this learning takes place and the researchers want to know the pattern of student learning is done at home as well as to determine the type of learning that had been expected by parents. So, lesson study activities involving the entire community to gather the best learning.

After knowing the condition of learning during this progress, researchers together with school faculty, parents and the supervisor discuss and draw up a learning tool. The discussion is held after the activities of delivery the material, which is used to discuss the scheme of lesson study, the application of innovative learning of Kudus local excellence, innovative learning media as well as preparation for the implementation of open class (stage do) activities. At this stage of the research subjects are divided into several groups to create a learning device, starting from determining the learning model, determine the material, create lesson plans, create teaching materials and student activity sheets (LAS) and contains instructional media. Learning device compiles based Kudus local excellence, the introduction of culture in the learning process, instructional materials and media. Once you finish creating, each group presents the results of its work and discussions to obtain feedback. They are enthusiastic to do this activity because in developing learning tools that have been done still individuals. After it is agreed that the media used is Ondo ulo. School cicitas, parents and supervisors collaborate in making Ondo ulo media card along with the problem. After that, they point to the teacher practices and discuss the things that will be done in the open class.

Do step, the implementation of the open class begins with a briefing hosted by the researchers, provide observation sheet for observing and assessing the activity of learning activities on the principal, five parents of school supervisors and three colleagues. This observation sheet unbiased assessment indicators of teacher preparation before teaching, presentation / performance of teachers when teaching, innovative teaching methods used by teachers, student activity in learning and discovery activities in learning by students. After that, the model teacher implements learning device that has been created together in class V. This study uses a model Roaming Neighborhood Nature (JAS) equipped with teaching materials on the theme of ecosystems, LAS and Ondo ulo media. Ondo ulo Media is a medium which is adapted from the game of snakes and ladders but contains images of the Kudus local culture, equipped with card problems.

This activity started by giving apperception, forming student groups, to share teaching materials and LAS. Students are asked to read the teaching material then fill LAS. LAS is equipped with cruise activities around the nature of the ecosystem material. So learning is not only done in the classroom, but also outside the classroom. Thus, students are free to explore. After that, the students return to the classroom to discuss the results of his work. After filling LAS, learning continued with Ondo ulo games. Students look happy and enthusiastic. They seem to enjoy the learning process even though there are many observers around him. The event ends with the provision of post-test to determine the extent of achievement of competencies achieved by students. Orientation in curriculum 2013 is to achieve a balance between the attitude of the competencies, skills and knowledge in addition to a holistic and fun way of learning (Endah & Loeloe, 2013).

At this see step is obtained input that learning media needs to be prepared with due regard to the characteristics of students and classes. Observation results that the learning is interactive and fun, students are active and are not bothered by the presence of the observer. Parents feel happy to see the students' learning, and hope that more often involved in learning such as open class.

The last step is evaluation of lesson study activities. Devotion team conducts evaluations, assess, advise, feedback and rewards related to the results of the training, product training, simulation and thematic teaching practice learning curriculum 2013 based on local advantages performed and created by participants of devotion. The evaluation is conducted two phases of evaluation conducted by the observer

and evaluation by a team of devotion. Evaluation by the observer that the evaluation conducted by supervisors, principals, colleagues and parents to provide input in the form of media nor learning tools used in learning activities should be tailored to the characteristics of the students. While the evaluation by the mentoring team that obtained the input that mentoring programs lesson study needs to be done.

The all activities evaluation results that assistance activities on thematic learning lesson study integrative curriculum 2013 based on local advantages of Kudus are running smoothly, active, creative, and fun. Elementary school teachers 1 Panjang Kudus able to: 1) understand the essence of lesson study activities, 2) apply the lesson study activities in learning, 3) collaborate between teachers in creating innovative learning to improve the quality of learning, and 4) utilize local advantages of Kudus materials and media in the learning process constantly by all the teachers in order to improve the learning.

4. CONCLUSIONS AND SUGGESTIONS

Lesson study mentoring activities on local excellence based curriculum in 2013 to improve the quality of learning in SD 1 Panjang Kudus by applying management functions; Planning includes field studies, identification of needs or problems, organizing material assistance, schedule and budget. At the implementation step comprises "plan" with socialization and lesson studyworkshop, prepare lesson plans, materials and learning models, preparing instructional Ondo Ulo media. In the "do" implementation step is done with open class followed the principal supervisors, peers, parents and devotion team. On step of "see" obtains input that teachers needs instructional media to consider the characteristics of the students. In addition, parents also need to be scheduled to be involved in learning. The results of the evaluation of the mentoring activities also provide the following benefits; 1). 1 SD 1 Panjang Kudus teacher can get to know and understand the essence of lesson study in learning activities; 2). SD 1 Panjang Kudus teacher can implement lesson study in learning activities in elementary schools by implementing innovative teaching model and media based local excellence.

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